

Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa’s Catholic Academy – Year 2

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| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Add detail to their talk to keep the listener interested  Follow up listening with relevant questions  Keep on topic during discussion    Drama  Make up plays from stories and other stimuli | Word Reading  Blend GPCs to read accurately Recognise alternative sounds for graphemes  Apply phonic knowledge across the curriculum  Decrease reliance on ‘sounding out’ in common words  Read and remember high frequency words that cannot be easily decoded at this stage    Read words of two or more syllables Read words containing common suffixes (link to spelling)  Sound out unfamiliar words and use other reading strategies when reading aloud  Re-read books to build fluency and confidence  Self-correct when reading aloud  Being a Reader  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently  Show their understanding of books through discussion  Offer opinions and preferences about books  Discuss the sequence of events in texts and how events are connected | Planning, Composing and  Evaluating  Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning Use structures from reading to aid planning  Embed the sentence by sentence process of think, say, write, check Write about personal experiences  and real events  Write a story  Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.  Write a poem based on a given structure  Develop an idea over several sentences  Use some adventurous vocabulary Use powerful verbs for noise Add adjectives of texture e.g.  rough  Re-read writing for sense  Use expression when reading aloud  their writing  Evaluate their writing with others and by themselves    Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their | Spelling  Segment words into individual phonemes to aid correct spelling,  Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage  Investigate spelling patterns and conventions  Spell words where suffixes (-ed, ing.) are added to words ending in consonant + e e.g. hiking  Spell words where suffixes (-ed, ing. ) are added to one syllable words ending in short vowel + single consonant e.g. dropping Spell words ending with the ‘i’ sound spelt y e.g. fry  Spell words where -es is added to a word ending in y e.g. flies Spell words with the ‘s’ sound spelt c before e, i and y e.g. city Spell words beginning with the ‘r’ sound spelt wr e.g. wrote Spell words ending with the ‘ee’ sound spelt ey e.g. monkey Spell words with the ‘u’ sound spelt o e.g. Monday  Spell contracted words using the apostrophe e.g. can’t |
|  | Learn some poems by heart Retell a story using words and phrases from the text  Discuss meanings of new words and link these to words already known  Discuss their favourite words    Reading Comprehension  Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music  Retrieve information from the text to answer questions  Predict what may happen based on previous events  Use inference to draw simple conclusions about characters Use the layout to identify the type of book  Recognise recurring story language. Develop understanding by linking reading to prior knowledge and/or background information | writing  Identify and know the purpose of verbs  Use interesting verbs when writing  Recognise and write statements  Recognise and write questions  Recognise and write exclamations  Recognise and write commands  Join sentences with ‘or’ and ‘but’  Explain what an apostrophe is Use apostrophes for simple contracted forms | Spell frequently confused common homophones e.g. here and hear. Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work    Handwriting and Presentation Form lower case letters of the correct size relative to one  another  Write capital letters and digits of the correct size |
| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Use emphasis, story language and interesting vocabulary when telling stories  Comment constructively after listening  Reach agreement in a group    Drama  Show a character through movement | Word Reading  Blend GPCs to read accurately Recognise alternative sounds for graphemes  Apply phonic knowledge across the curriculum  Increase the speed of reading. Decode unfamiliar words without hesitation  Read and remember high frequency words that cannot be easily decoded at this stage.  Read words of two or more syllables Read words containing common suffixes (link to spelling)  Sound out unfamiliar words and use other reading strategies when reading aloud.  Re-read books to build fluency and confidence    Being a Reader  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently  Show their understanding of books  through discussion Discuss favourite authors Retell a story from memory, including all the main parts  Discuss meanings of new words and link these to words already known | Planning, Composing and  Evaluating  Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning. Use structures from reading to aid planning  Embed the sentence by sentence process of think, say, write, check Write about personal experiences and real events  Write an entertaining story  Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.  Write a poem based on a given structure  Ensure that there is a clear beginning, middle and end in their writing  Use adventurous vocabulary  Add detail to interest the reader Build writing stamina through writing longer pieces  Use short sentences for impact    Re-read writing for sense  Check writing for consistent use of tense Use expression when reading aloud their writing  Evaluate their writing with others  and by themselves  Add pairs of adjectives | Spelling  Segment words into individual phonemes to aid correct spelling  Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage (‘tricky’ words)  Investigate spelling patterns and conventions  Spell words with the ‘j’ sound spelt j, g, ge and dge  Spell words with the ‘or’ sound spelt a before an l or a ll e.g. call Spell words with the ‘or’ sound spelt ar after w e.g. warm Spell words with the ‘o’ sound spelt a after w and qu e.g. watch Spell words with the ‘ur’ sound spelt or after w e.g. word  Spell words with the suffixes -ful and -less  Spell words where suffixes (-ed, ing. -er and -est) are added to words ending in consonant + y e.g.  crying, cried  Spell words ending in –tion e.g. station    Use the possessive apostrophe with singular nouns e.g. Sid’s Write simple dictated sentences using spelling and punctuation |
|  | Discuss their favourite phrases    Reading Comprehension  Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music  Retrieve information from the text to answer questions  Predict what may happen based on previous events  Use inference to draw simple conclusions about characters Recognise and discuss features of different texts  Recognise recurring language in stories and poetry  Develop understanding by linking reading to prior knowledge and/or background information | Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their writing  Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions  Identify and know the purpose of adjectives  Write expanded noun phrases  Use ‘when’, ‘if’, ‘that’ and ‘because’  to extend sentences  Use apostrophes for singular possession  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop  Form adjectives using –ful, -er, est and –less (link with spelling) | knowledge taught so far Apply spellings and spelling conventions taught in their own work    Handwriting and Presentation  Know which letters not to join Use diagonal and horizontal strokes to join letters together. |
| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Be able to extract key points when listening to an adult Ensure all group members have a turn  Drama  Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects | Word Reading  Blend GPCs to read accurately Recognise alternative sounds for graphemes  Apply phonic knowledge across the curriculum  Read fluently and confidently Decode unfamiliar words  automatically  Decode unfamiliar words without  hesitation    Being a Reader  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently  Show their understanding of books through discussion  Give opinions about books backed up by reasons  Retell a stock of basic stories Discuss meanings of new words and link these to words already known    Reading Comprehension  Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words Respond imaginatively to what they have read or listened to e.g. drama, drawing, music  Retrieve information from the text | Planning, Composing and  Evaluating  Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning  Use structures from reading to aid planning  Embed the sentence by sentence process of think, say, write, check Make their writing lively and interesting for the reader Write about personal experiences and real events  Write an entertaining story  Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.  Write a poem based on a given structure  Ensure that there is a clear beginning, middle and end in their writing  Use adventurous vocabulary  Add detail to interest the reader Build writing stamina through writing longer pieces  Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing...  Use alliteration  Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere. | Spelling  Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Spell high frequency words that cannot be easily decoded at this stage  Investigate spelling patterns and conventions  Spell words with the suffix –ly e.g. badly  Spell words ending in the ‘l’ sound and spelt -le e.g. table  Spell words ending in the ‘l’ sound and spelt -el e.g. camel  Spell words ending in the ‘l’ sound and spelt -al e.g. pedal  Spell words ending in the ‘l’ sound  and spelt -il e.g. fossil  Spell words with the ‘n’ sound spelt kn or gn e.g. know and gnaw Spell the ‘zh’ sound spelt s e.g.  treasure  Spell words with the suffix -ment e.g. enjoyment  Spell words with the suffix -ness e.g. sadness  Spell words where suffixes (-er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest  Spell words where suffixes (-er, y and -est) are added to one syllable words ending in short |
|  | to answer questions  Predict what may happen based on previous events  Use inference to draw simple conclusions about characters  Discuss which words and phrases are effective  Develop understanding by linking reading to prior knowledge and/or background information | Re-read writing for sense  Check writing for consistent use of tense (including the progressive form of verbs)  Proof–read for spelling, grammar and punctuation errors  Use expression when reading aloud their writing  Evaluate their writing with others and by themselves        Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their writing  Use commas for lists  Write consistently in ‘past’ or  ‘present’ tense  Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop  Form nouns by using suffixes such as –ness and –er.  Form adverbs by adding –ly to adjectives  Learn to use some features of  written standard English | vowel + single consonant e.g.  dropping  Spell further common homophones e.g. there, their and they’re Write simple dictated sentences using spelling and punctuation knowledge taught so far Apply spellings and spelling conventions taught in their own work    Handwriting and Presentation Use diagonal and horizontal strokes to join letters together Ensure spacing between words is  appropriately sized |